

Progress Report: UC Berkeley Undergraduate Student Diversity Project

February, 2022

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Note: a short summary of this report, in the form of slides, can be found on the Chancellor's Office [website](#), where the original charge and working group reports are also archived. Recommendations referenced in this report can be found on the website.

1. Introduction and background

In December 2018, UC Berkeley launched the ambitious [Undergraduate Student Diversity Project](#). Its stated aim was to “increase diversity among our undergraduate class, improve the campus climate for those historically underrepresented in higher education, and ensure that every member of the campus can access Berkeley’s wide range of offerings.”

A [Steering Committee](#) was formed in early 2019 to oversee the project. It had three co-chairs: **Oscar Dubón** (then-Vice Chancellor for Equity & Inclusion), **Cathy Koshland** (then-Vice Chancellor, Undergraduate Education), and **Steve Sutton** (Vice Chancellor, Student Affairs).

The Committee appointed three working groups to review undergraduate admissions outreach, undergraduate admissions processes, and campus experience. By Fall 2019, each produced a comprehensive set of recommendations to the Chancellor:

- Admissions Outreach, Recruiting, Marketing, and Yield (ORMY)
 - Co-Chairs: **Lisa Garcia Bedolla** (then-Director, Institute for Governmental Studies) and **Olufemi Ogundele** (Assistant Vice Chancellor and Director of Undergraduate Admissions)
 - [roster](#) | [14 recommendations](#)
- Undergraduate Admissions Policy and Process (APP)
 - Co-Chairs: **George Johnson** (Professor of Mechanical Engineering) and **Jabari Mahiri** (Professor of Education)
 - [roster](#) | [20 recommendations](#)
- Campus Experience (CX)
 - Co-Chairs: **Nikki Jones** (Professor of African American Studies) and **Victoria Plaut** (Professor of Law)
 - [roster](#) | [59 recommendations](#)

This brilliant set of 93 recommendations was subsequently accepted by the Chancellor, setting in motion a number of activities which continue to this day. The current report, published in February 2022, presents progress made as of Fall 2021. Its contents are based on feedback and updates from many individuals and departments across campus. However, based on the size, scope, and continuing progress of this work, we humbly acknowledge the inevitable errors and omissions in attempting to capture so much work that is in various stages of implementation. By our count, 61% of the recommendations were implemented or were in process at the time of this writing. That figure will increase as work continues.

On behalf of the Steering Committee, the Working Groups, and the Chancellor, we thank you for your interest in this work, and warmly invite you to browse this report, which it has been our privilege to compose.

—Martha Chavez, Associate Chief of Staff, Office of the Chancellor

—Sharon Inkelas, Associate Vice Provost for the Faculty, Special Faculty Advisor to the Chancellor on Campus Welfare, Professor of Linguistics

2. Implementation plan and progress to date

The work of implementing the recommendations of the Undergraduate Student Diversity Project began in early 2020.

2.1. Cabinet-level engagement

Reflecting the Chancellor's commitment to this work as a priority for her administration, each recommendation was assigned to a division represented by a Cabinet member. Recommendations were tiered into those that could be addressed right away and those, including some which were more holistic, to be reviewed in a later phase. Progress on the implementation of each recommendation was initially supported by **Silvia Marquez** and later by **Martha Chavez**.

In summer 2021, the Steering Committee was reconstituted and charged with overseeing the process of reporting progress on the Undergraduate Student Diversity Project. The members of the 2021 Steering Committee were **Sharon Inkelas** (Associate Vice Provost for the Faculty, Special Faculty Advisor to the Chancellor on Campus Welfare, then-Interim Vice Chancellor for Equity & Inclusion), chair; **Martha Chavez** (Associate Chief of Staff, Office of the Chancellor), project coordinator; **Lisa Garcia Bedolla** (Vice Provost for Graduate Studies and Dean of the Graduate Division); **Khira Griscavage** (Associate Chancellor, Chief of Staff to the Chancellor, Chief Ethics, Risk & Compliance Officer), **Olufemi Ogundele** (Assistant Vice Chancellor and Director of Undergraduate Admissions); **Oliver O'Reilly** (Interim Vice Provost for Undergraduate Education); and **Steve Sutton** (Vice Chancellor, Student Affairs).

2.2. Progress to date

This progress report is compiled on behalf of the **2021 Steering Committee**. It reflects the sustained work of hundreds of committed students, staff, and faculty across the campus.

The report identifies major areas of progress between Fall 2019 through the end of summer 2021, on the 93 major recommendations (and a number of sub-recommendations) issued by the three working groups of the Undergraduate Student Diversity Project.

These recommendations range from the very specific (e.g., adopt Native American land acknowledgement statements, read at official gatherings and events) to the very general (e.g., improve students' sense of safety and well-being in housing). Some of the recommendations overlap with one another. Accordingly, rather than addressing each individual recommendation in turn, this report focuses on the **changes** that the recommendations have inspired. The report presents two collections of responsive campus efforts undertaken since Fall 2019, with pointers to specific recommendations as appropriate:

- Admissions, outreach, and recruitment (building and welcoming a diverse student body *to Berkeley*) (**Section 3**)
- Student experience and campus climate (ensuring students belong and thrive *at Berkeley*) (**Section 4**)

In what follows, this progress report documents efforts that have already begun or are complete. Some sections forecast specific efforts that are slated for the 2021–22 academic year.

2.3. A humble reflection

It is vital to recognize that many communities have experienced exclusion from higher education, and that for each such community, the campus is at a different place along the path in terms of efforts made towards inclusion and results achieved towards belonging. We humbly acknowledge that progress has not been uniform. We also humbly recognize that pointing out progress in one area can amplify frustration about progress not made in other areas.

For the more general recommendations on which this document reports progress, the implementation work will always be ongoing. It will always be necessary to attend to and work to improve the campus experience for undergraduate students, even as times change and students and faculty come and go.

3. Admissions, outreach, and recruitment

The overall aim of the recommendations made by the Admissions Policy and Process Working Group (APP) and the Outreach, Recruiting, Marketing and Yield (ORMY) Working Group was to increase access to UC Berkeley’s undergraduate programs and, thereby, the diversity of UC Berkeley’s undergraduate student classes by making outreach, admissions, and recruitment processes more intentionally inclusive.

As a direct result of the changes these working groups recommended, the incoming undergraduate classes admitted in Fall 2020 and Fall 2021 were the most diverse in 30 years. Over the course of two years, the number of admitted students belonging to historically underrepresented groups (African American, Chicax/Latinx, Native American, Pacific Islander) increased 54%, and enrollment of students in these groups increased by 18%.¹ Applications for Berkeley’s fall 2021 freshman class exceeded 112,000, an all-time high.²

3.1. Undergraduate Admissions, Marketing & Communications

With the goal of increasing access to UC Berkeley, the Outreach, Recruiting, Marketing and Yield Working Group recommended that the Office of Undergraduate Admissions (OUA) take on a larger role in marketing and outreach, including the development of a comprehensive marketing plan and supported by dedicated resources (see [ORMY A2: Messages to Prospective Students](#), [ORMY C3: Recruiting Presentations](#), [ORMY B3: Coordinated Outreach to Schools](#) and [ORMY C4: Preview Day](#)). In response to this recommendation:

- Communications for the Office of Undergraduate Admissions are now managed within that office, rather than by a centralized office within the larger division of Student Affairs.
- Communications staffing for OUA doubled with the addition of two new FTE for communications.

- The OUA communications staff has created a comprehensive marketing plan, with a new focus on social media.
- An outside vendor was contracted to launch a marketing campaign for targeted messaging to URM students. These efforts increased prospect tracking by 230% over the course of a single year.
- Fall Preview Day has operated, virtually, for the last two years.

Another recommendation of the Outreach, Recruiting, Marketing and Yield Working Group was that the campus consistently articulate a message of inclusivity and belonging that places diversity at the very heart of excellence (recommendation [APP A1: Policy Language](#), [ORMY A1: Campus-wide Messaging](#) and [CX B1: Messaging to Potential Students](#) and [ORMY A3: Coordination Between OUA and Visitors Center](#)). In response to this recommendation:

- The Office of Undergraduate Admissions (OUA) revamped all [publications](#) to focus on inclusivity, diversity and highlight student and staff stories.
- The marketing plan used by OUA to attract prospective students highlights diversity; this includes the I Am Berkeley campaign; 30 tips in 30 days for the application cycle; a Discover Berkeley series (also available in Spanish); and intentional messaging to Black and Latinx communities.
- All presentations, in-person, or virtual, now include a Land Acknowledgement.
- The OUA launched a microsite in Spanish to discuss the college application process (Berkeley En Español).
- Admissions one-pagers for freshman and transfer students focus on holistic admission, and the language supports excellence over perfection. Statistics are pared down and no longer the focus.
- Email campaigns are now segmented to include gender, race/ethnicity, and majors to make messaging more personal.
- The language in all publications, emails, and websites has become more student-centered and highlights what UC Berkeley has to offer a student, should they choose UC Berkeley. The language in the admit letter explicitly emphasizes that Berkeley is lucky to have the student consider our institution.
- Territory managers have sent yield videos, including multiple languages, as a welcome to new admits and their parents.
- Golden Bear Orientation emphasizes inclusion and belonging, offering workshops, trainings, and opportunities to find and join affinity groups

The Outreach, Recruiting, Marketing and Yield Working Group recommended that OUA coordinate with the Visitors Center to improve the information provided to campus visitors and parents (see recommendation A3).

- In February 2021, the Assistant Vice Chancellor and Director of Admissions was elevated to the Associate Vice Chancellor of Enrollment Management and Dean of Undergraduate Admissions. The AVC's [new portfolio](#) includes a dotted line to the Koret Visitors Center. This closer relationship has already enhanced coordination efforts:
 - The OUA collaborated with the Koret Visitor Center to develop multilingual virtual tours (Spanish, Mandarin) for Cal Week 2020.

- The OUA and the Koret Visitor Center jointly created a campus [virtual tour](#) through YouVisit.

Regarding the process of making admissions decisions, the Outreach, Recruiting, Marketing and Yield Working Group group had a number of specific recommendations designed to remove past barriers to access and identify deserving applicants across a variety of social contexts ([APP A2: Language for Reader Decisions](#), [APP A3: Standardized Tests](#); [APP A4: Review of Policy Changes](#); [APP C1: Transfer Policy](#); [APP B1: Contextual Data](#); [APP B2: Sequencing of Information in Reader Evaluation](#); [APP B3: Reader “Territory” Structure](#); [APP B4: Comprehensive Review Factors](#); [APP B5: Selection Processes](#); [APP B6: Reader Selection, Training, and Evaluation](#); [APP B7: Structure of Reading Process](#)). OUA responded to these recommendations, making a number of significant changes to the admission decision process:

- OUA replaced the “yes”–“no”–“possible” choices for reader evaluations with “strongly recommend”–“recommend”–“do not recommend”
- OUA reviewed and overhauled processes for selecting and training readers and evaluating their performance
- OUA acquired new information about student context (e.g., curriculum availability, crime rates) and changed the order in which readers view application data, providing contextual information ahead of academic statistics
- OUA evaluated the role and relative weighting of external versus internal readers, as well as the order and distribution of second reads, creating systems that weight the expertise of readers. OUA modified regional staff assignments to increase staff expertise on specific high schools and incorporate this expertise in the reading process
- OUA reviewed created a new approach to holistic review, replacing formulaic/quantitative approaches and use of single or binary criteria and with scalar comprehensive review factors
- With the rest of the UC system, OUA moved to test-free admissions, no longer relying on the SAT and ACT to make admissions decisions
- OUA developed a standardized process for regular evaluation and updating of all freshman policies, which as of Fall 2021 was under review with the Admissions, Enrollment, and Preparatory Education (AEPE) Committee of the Berkeley Division of the Academic Senate.
- OUA evaluated current transfer policy and process and proposed amended to the policy, which as of Fall 2021 are currently being implemented by colleges across campus

3.2. Academic Preparation and Early Outreach

With the goal of increasing interest in and preparation for successful application for admission to Berkeley, the Outreach, Recruiting, Marketing and Yield (ORMY) Working Group recommended investment in recruiting databases ([ORMY C2: Resources for Identifying Prospective Students](#)) and emphasized the importance of expanding, both in number and in geographic reach (see [ORMY C1: OUA Recruiting Structure](#)), programs that do outreach to K–12 and community college students and offer advising and other support in applying to universities (see [ORMY B1: CEP Programs](#), [ORMY B2: Visibility of Work in High Schools](#), [ORMY E4: External partnerships](#)). Most of these outreach programs are managed by the Center for Educational Partnerships (CEP), which

the Outreach, Recruiting, Marketing and Yield Working Group recommended that the campus support with better institutional connection (see Recommendation B3).

- In February 2021, CEP transitioned from the Division of Equity & Inclusion to the Division of Student Affairs within Admissions and Enrollment (A&E), allowing for improved connection between CEP and Undergraduate Admissions Office in attracting CEP participants to Berkeley.
- CEP focused on its geographic reach, intentionally creating more opportunities for campus partners to collaborate with targeted school districts in California and outside college access organizations.
- CEP developed monthly college advising workshops for all of its programs that intentionally included campus partners (bridges and OUA).
- CEP collaborated with OUA on a new event named “Finding Your Berkeley Spark.” The event was an opportunity for rising sophomores and juniors or students starting their community college journey to learn more about Berkeley and the competitive admissions landscape.
- CEP added a new program in 2021, welcoming the NAF Future Ready Scholars program to CEP, with the first program beginning July 2021.
- The campus invested in databases and search tools to better identify and communicate with prospective students
- The campus partnered with College Greenlight and the National Hispanic Institute to increase awareness of, and access to, Berkeley.

The Outreach, Recruiting, Marketing and Yield Working Group group also recommended targeted and coordinate yield events for specific student groups (see [ORMY D1: Cal Day](#), [ORMY D3: Transfer Yield](#), [ORMY D2: Cal Day Programming for UR Students](#), and [ORMY D4: Yield Partner Organizations](#)).

- CEP collaborated with OUA on two very successful yield events: the Freshmxn and Transfer Welcome Receptions.
- CalDay, which operated remotely due to the pandemic during this time, shifted its focus to newly admitted students, with programming for students in underrepresented groups.

These efforts are reflected in admission statistics: between 2021 and 2020, there was a 28% increase in freshman admission offers and a 29.7% increase in transfer admission offers to students who participated in a CEP program. Overall, there was a 26% increase in the underrepresented minority (URM) admits coming from CEP programs.

4. Student experience and campus climate

This section focuses on the 59 recommendations of the Campus Experience Working Group, co-chaired by Profs. Victoria Plaut and Nikki Jones and staffed by Mia Settles-Tidwell (then Assistant Vice Chancellor and Chief of Staff, Division of Equity & Inclusion). The working group included

two undergraduate students, two graduate students, four faculty members, five staff members, and one consultant.

The Campus Experience Working Group began work in early 2019. By Fall 2019, they had produced a comprehensive report with 59 high-level [recommendations](#) ranging over subcategories such as including Campus Belonging Signals, Onboarding and Orientation, Classroom, Curriculum and Mentoring, Student Life, and Executive Resources.

The overarching goals of the Campus Experience Working Group recommendations related to student experience and campus climate can be grouped into these two categories:

- to clearly signal to all students that they belong at Berkeley (Section 4.1)
- to create the infrastructure and resources to ensure that all students can *thrive* at Berkeley ([Section 4.2](#))

Many of the recommendations focus particularly on programs and initiatives that serve students belonging to groups that have historically experienced exclusion.

4.1. Progress report as of Fall 2021: signaling inclusion and belonging

Since January 2020, the campus has seen progress in several areas central to the signaling of belonging: building renaming ([4.1.1](#)), symbols of inclusion ([4.1.2](#)), communicating about critical events ([4.1.3](#)), and land acknowledgments ([4.1.4](#)).

4.1.1. Building renaming

The Campus Experience Working Group report endorsed recommendations from the (2017) Building Naming Project Task Force to rename campus buildings named for individuals whose histories of racism are not aligned with the university's values of inclusion, diversity, and excellence. (see [CX A1: Building Naming](#)).

- Since January 2020, the university's Building Name Review Committee has unnamed four campus buildings: [Boalt Hall](#), [LeConte Hall](#), [Barrows Hall](#), and [Kroeber Hall](#).
 - As of Fall 2021, these buildings bear the temporary designations of "The Law Building," "Physics North / Physics South", "The Social Sciences Building," and "The Anthropology and Art Practice Building," respectively.
- Next steps: The process of renaming these buildings has begun, but will take time. The Building Name Review Committee is currently evaluating its process for identifying other buildings, and associated architectural features, that may benefit from renaming.

4.1.2. Signaling belonging

The Campus Experience Working Group (CX) report highlighted the importance of symbols that signal inclusion and belonging, especially for historically excluded groups (see [CX A4: Fostering Belonging in Shared Spaces](#)).

- In 2020–21, the campus developed a multi-phase plan to move forward with a Black Public Arts Project to memorialize the Black Wednesday Wall on Sproul Plaza. For decades, Black students, staff, and faculty have gathered at the wall. The art project will celebrate this legacy and signal the continuing impact and value of Black students, staff, and faculty.
 - As of Fall 2021, the first phase, bike rack removal from the Wednesday Wall area, has been completed.
 - The next phase, installing banners and other potential art markers, is in the planning stages.
- The campus is continuing to examine representation in imagery, campus art, and written histories of the university.

4.1.3. Communicating about critical events

The Campus Experience Working Group report drew attention to the importance of effective communication, before, during, and after, about high-profile, potentially divisive campus events in which the commitment to free speech rights is tested by the harm that divisive speech can do to inclusion and diversity (see [CX A6: Messaging about critical events](#) and [CX A8: Messaging About Divisive Events](#)).

- During the COVID pandemic, the administration and Academic Senate developed new ways to collaborate on supportive, timely, and consistent communication about issues of concern. This collaboration includes a weekly “Response & Recovery” newsletter; biweekly ‘mega-meetings’ for unit heads across campus, attended by over 300 individuals and held on Zoom; and new hub websites (e.g., coronavirus.berkeley.edu) that aggregate key information.
- During 2020–21, Public Affairs developed improved protocols for communicating about critical incidents, including acts of hate, exclusion, and racism, that affect the campus community. These protocols include guiding principles and established collaborations among campus offices and staff.
- In Fall 2020, Public Affairs launched a year-long “Racial Justice in America” series, focused on timely and compelling stories related to race and racism in America. Public Affairs also leveraged the popular “Campus Conversations” series to bring together diverse voices on issues related to racism and inequality.
- The Chancellor’s Immediate Office and the Division of Equity and Inclusion established new partnerships with student leaders and staff to provide direct support around critical incidents.
- A priority for the future will be to sustain these new communications norms and the culture of support and collaboration that underlies them.

4.1.4. Land acknowledgment

The Campus Experience Working Group report emphasized the importance of acknowledging the history of the land on which UC Berkeley sits (see [CX A3: Land Acknowledgement](#)).

- The Division of Equity & Inclusion hosts a Native American land acknowledgement statement on its website. This statement, co-created with the Muwekma Ohlone Tribe and Native American Student Development, was read at many official gatherings and events in 2020–21.
- Many members of the campus community include a land acknowledgment in their email signatures.

“The Division of Equity & Inclusion acknowledges that UC Berkeley sits on the territory of xučyun (Huichin), the ancestral and unceded land of the Chochenyo speaking Ohlone people, the successors of the sovereign Verona Band of Alameda County. We recognize that every member of the Berkeley community has, and continues to benefit from, the use and occupation of this land, since the institution’s founding in 1868. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make visible the university’s relationship to Native peoples. As members of the Berkeley community, it is vitally important that we not only recognize the history of the land on which we stand but also, we recognize that the Muwekma Ohlone people are alive and flourishing members of the Berkeley and broader Bay Area communities today.”

4.2. Progress report as of Fall 2021: investments in infrastructure

The Campus Experience Working Group report called out the need to invest financial resources into creating supportive programs and initiatives that benefit students who experience the greatest degrees of exclusion. Since Jan, 2020, progress has been made in a number of key areas, discussed below: space allocation ([4.2.1](#)); basic needs ([4.2.2](#)); accessibility ([4.2.3](#)); culturally competent staffing ([4.2.4](#)); DEI in Athletics ([4.2.5](#)); experiential learning for all students ([4.2.6](#)); diversity and commitment to inclusion for faculty ([4.2.7](#)); increased professional infrastructure for DEIB ([4.2.8](#)); a DEI lens for leaders and policy makers ([4.2.9](#)); changes to policing ([4.2.10](#)); and the launch of several campus-wide initiatives aimed at increasing belonging and representation of specific historically excluded groups ([4.2.11](#)).

4.2.1. Space

Recognizing the importance of space on campus for community and affinity-based groups, the Campus Experience Working Group recommended that the campus develop a clear and transparent processes for requesting and allocating space so as to promote campus belonging (see [CX D1: Spaces of Belonging](#)).

- With the goal of clarity and transparency, a new process for future physical space allocation was developed by the Division of Academic Planning in 2020–21 and is being shared, in Fall 2021, with student and staff representatives for their input.

Several important physical spaces for the following community and affinity-based groups have been identified and/or created since January 2020:

- The Native American Community Center (Anthony Hall) opened Fall 2021; grand opening events are expected in January–March 2022

- *bridges* (Hearst Annex) is expected to open in Spring 2022
- QARC space (Hearst Annex) is expected to open in Spring 2022
- The Disabled Cultural Center (Hearst Annex) (article [here](#)) is expected to open in Spring 2022.
- The Latinx Resource Center (Hearst Gym) is expected to open in Spring 2022.

Other spaces created in previous years continue to evolve:

- The Fannie Lou Hamer Black Resource Center (FLHBRC), which opened in the Hearst Field Annex in 2017, continues to provide programming and wrap-around services for Black students and organizations to engage in academic, social-cultural, leadership, community development, and networking activities. In the past year, FLHBRC launched new student orientations, mentoring programs, student group and individual advising, and Black community programs and listening sessions. The space enhances exchanges with faculty, alumni, and community stakeholders.
- Discussions continue regarding the physical location of the [Institute for the Study of Societal Issues](#) (ISSI), which fosters innovative, community-engaged qualitative and quantitative interdisciplinary research focused on social stratification and inequality. The Office of the Vice Chancellor for Research, which oversees all organized research units, including ISSI, is negotiating for better, [ADA-compliant space](#) for ISSI activities. The director of ISSI serves on the Social Justice Research Task Force, which is working on a report due at the end of 2021–22 with recommendations on a way forward for the work being done at ISSI and support for the students and faculty for whom ISSI serves as a home.

Space remains scarce on campus; many affinity groups and organizations do not have dedicated space for their activities. The goal of promoting campus belonging through space assignment is far from complete and will remain a focus for the campus in years to come.

4.2.2. Basic Needs Center

A major recommendation of the Campus Experience Working Group was to increase funding and investment in the [Basic Needs Center](#) and other services providing for basic needs (CX D10: [Basic Needs](#)).

At around the same time, two other reports made related recommendations. The [UC Regents Special Committee Report on Basic Needs](#) report, published in November 2020, expanded the definition of basic needs to include health equity, tech equity, transportation, and equitable support for populations with disproportionate experiences (*e.g.*, disabled students and students with dependents). The UC Berkeley [Basic Needs Health Report](#) (2021) focused on health equity.

In response to these collective recommendations, the campus has taken the following steps:

- In 2020–21, the campus raised well over \$1 million in emergency funds, in addition to a \$1 million matching challenge, to support the most vulnerable students in the wake of the COVID–19 crisis.

- The campus launched a Basic Needs Holistic Fund, creating a single point of entry for students to apply for emergency financial assistance including food assistance, rental assistance, housing security deposit, health and tech equity expenses, as well as other cost of living expenses.
- The Basic Needs Center, [Financial Aid and Scholarships Office](#), and the [Undocumented Student Program](#) partnered to institutionalize Undocumented Student Basic Needs Equity Grants.
- CalFresh student eligibility was expanded to include professional graduate programs in Law, Optometry, Public Policy, Public Health, and Social Welfare. CalFresh outreach expanded via a text message campaign and Financial Aid and Scholarships Office email outreach strategy. As a result, a record number of UCB students applied to CalFresh.
- The Basic Needs Center hired an inaugural Health Equity Coordinator to design and manage support for health equity services, including health, medical, and insurance services for students who experience disproportionate personal and system challenges.
- Concerned about housing insecurity, the Basic Needs Center explored emergency housing options such as off-campus short and midterm housing, partnership with Rapid Rehousing provider, emergency rental assistance and housing security deposit support, as well as partnership with the Berkeley Rent Board for housing counseling, and seed funding to start a safe parking program for vehicularly housed students. The Center also collaborated with campus partners to address the negative impacts on enrollment as a result of billing and payment policies for students with past due rent balances.

The Campus Experience Working Group also urged the campus to consider the impacts of decision-making on vulnerable student populations, ensuring that new policies to address cost or other concerns do not put vulnerable students at greater risk (see [CX D10: Increase funding and investment in the Basic Needs Center](#) and [CX E1: Executive resources](#)).

- The Basic Needs Center created new web resources to inform policy and decision makers, including a “[Research & Reporting](#)” page and the new [UC Berkeley Basic Needs Data Center](#), an emergent data space for live and trends data.
- Committees (e.g., the Recovery Management Team and Future of Work Committee) which were created to steer the campus through the disruption of COVID-19 intentionally included stakeholders dedicated to equity and inclusion, ensuring that an equity lens would be used in all decisions relating to policies or resource allocation.

4.2.3. Accessibility & Infrastructure for Inclusive Practices

The Campus Experience Working group recommends that the campus invest in providing infrastructure for inclusive practices (see [CX C13: Infrastructure for Inclusive Practices](#) and [CX A10: Disability Accommodations](#)) and make resources more accessible and easier to find ([CX D5: Information Delivery](#)).

Since January 2020 the campus has made a number of investments in areas such as disability accommodations; gender identity, lived name, and pronoun recognition; event accessibility; and navigation aids. These are described in more detail below:

Disabled Students' Program (DSP)

- TRiO Disability Student Support Services provided students, including those from low-income backgrounds, with individualized support, peer tutoring, and coaching with higher-touch services, events, and enrichment workshops that cultivate belonging and necessary skill sets to achieve their goals.
- DSP developed a new educational training module (“Disability, Accommodation, and Access in the UC Classroom”) for faculty. The module provides the history of disability rights and student access to education as well as campus resources to ensure student access.
- In response to the shift to remote instruction during the COVID pandemic, DSP introduced new technological tools to support accessibility.
- The Divisions of Equity & Inclusion and Undergraduate Education collaborated to appoint two new Faculty DSP Liaisons to work with DSP and faculty instructors with the goal of improving accommodations for students and providing assistance for faculty.
- Since January 2020, DSP has sought to keep pace with a welcome increase in the utilization of its services, which are designed to assist students and instructors in ensuring that all students have access to education. In addition to hiring more staff, DSP has increased the range of individually designed services for students with disabilities, including alternative media, note taking services, communication services, proctoring, and classroom accessibility. As utilization of DSP services continues to grow, so have wait times; DSP will continue to address this issue.

Office of Disability Access & Compliance (ODAC)

- In 2020, ODAC led the centralization of access and compliance resources and hired ODAC staff.
- In 2020, the campus launched Access 2020, the first ADA-mandated Transition Plan and Self-Evaluation our campus has undertaken since the 1990s. Access 2020 entailed a comprehensive audit of services, activities, programming, and our physical campus to find deficits in disability compliance.
- ODAC directed more than \$1 million dollars in disability compliance building and construction projects.
- ODAC launched a new website, dac.berkeley.edu, that has up-to-date information and resources.
- ODAC processed more than 30 staff, faculty and student complaint and grievance cases, avoiding the filing of any new lawsuits or complaints from outside entities.
- ODAC provided ASL and captioning services for approximately 100 campus events.
- ODAC offered trainings, consultations, and other guidance to help colleges, schools, divisions, departments, and programs campus-wide to ensure their activities and services are accessible to disabled community members, and advocated for causes important to disabled students, faculty and staff.

Gender Recognition and Lived Name Policy Implementation

In Fall 2020, Berkeley launched a committee to implement UCOP's new presidential policy on [Gender Recognition and Lived Names](#), aimed at ensuring that all individuals are identified by

their accurate gender identity and lived or preferred name on university-issued documents and in UC's information systems. The policy requires UC campuses to provide:

- At least three equally recognized gender options in university information systems — woman, man, and nonbinary.
- An efficient process for current students, faculty, and staff, and for UC alumni and affiliates, to retroactively amend their gender designations and lived or preferred names on university-issued documents, including eligible academic documents, and in information systems.

Full implementation of the policy and procedures must be completed no later than December 31, 2023.

The campus has also been working to address the need for gender inclusive restrooms and resources throughout the campus.

Navigation aids

The campus has created several websites to assist students in finding support and pursuing grievances. These include:

- <https://recalibrate.berkeley.edu>, a portal for students to find wellness resources and support
- <https://sa.berkeley.edu/grievance>, an updated portal for students seeking to right a wrong or pursue a grievance
- <https://dac.berkeley.edu/request-services>, a new intake form for students wishing to pursue a grievance related to disability accommodations

4.2.4. Diversity and cultural competence in student-facing services

Health Services

The Campus Experience Working Group elevated the need to address student's lack of access to culturally competent mental health services (see [CX D12: University Health Services](#)).

- University Health Services (UHS), Tang Center's Counseling and Psychological Services (CAPS), Path to Care, and the Center for Support and Intervention (CSI), increased mental health and counseling support services for diverse communities. Examples of specific services offered at UHS include [Black Health Matters](#), [LGBTQ Counseling Services](#), [API Connect](#), and [Muslim Support Services](#). A collaborative community-sourced [guide for Asian American and Pacific Islander \(AAPI\) mental wellness resources](#) was developed in partnership with [APASD](#), [APASA](#), and CAPS/Tang Center. UHS also diversified its referral lists for mental professionals in the Bay Area.
- Cultural competency is stressed in a variety of ways, including case conferences with a focus on culturally competent care, professional development, and time for training. UHS also focused more intently on retention & advancement within the organization.

- As of summer 2021, UHS staff self-reported the following identities: Asian 21%, Black 11%, Latinx 20%, White 41%, Decline to state 6%; Female 75%, Male 25%, nonbinary 0%. Mental health providers self-report Asian 21%, Black 9%, Latinx 19%, White 36%, Decline to state 15%.
- UHS will continue to strive to further diversify knowledge and experience among their healthcare providers, with a focus on serving members of underrepresented communities.

Academic Support Services: Undergraduate Advising Efforts

The Campus Experience Working Group recommended enhancing student advising by providing communications mechanisms and feedback systems, including multiple advising sessions to avoid students falling through the cracks (see [CX D7: Student Services and Advising](#)).

- The Division of Undergraduate Education hired a new Manager of Advising Strategy and Training to coordinate support and launch equity-based advising programming and workshops for all campus advisors.
- To promote student access to a variety of majors, the Division of Undergraduate Education developed four-year major maps for over 80 of the existing 106 majors, including a prototype for transfer students.
- Priorities for 2021–22 include testing and finalizing the major map for transfer students and establishing a First-Year Experience Model that will signal welcoming and inclusion and help students better integrate. This latter project is being led by the Vice Provost for Undergraduate Education, the Associate Vice Chancellor of Enrollment Management/Dean of Undergraduate Admissions, and the director of the [Fall Program for Freshmen](#), in partnership with academic departments, colleges and advisors.

Career and Professional Development Services

The Campus Experience Working Group recommended adoption of an expansive approach to career services and professional development that would ensure inclusion of students holding historically underrepresented and marginalized identities (see [CX D13: Career and Professional Development](#)).

- In 2020–21, the [Career Center](#) increased diversity programming by 30% and created numerous new networking and professional development opportunities for students holding historically underrepresented or marginalized identities. These opportunities include an Advancing Diversity & Inclusion Transfer Student Career Summit, Diversity Career Summit, a Diversity Career & Internship Fair, a First Gen Conference, and a DSP Career Readiness Series. Departments, organizations, and offices with whom the Career Center partnered include: African American Student Development, Asian Pacific American Student Development, Chicanx Latinx Student Development, Native American Student Development, The Centers for Educational Equity and Excellence, UC Berkeley Black Alumni Association, Berkeley Women in Business, Hermanos Unidos, and the office of ASUC Senators Chaka Tellem, Mateo Torrico, Savannah Rodriguez, and Ruchi Shah.
- Through an Employer Development Initiative, the Career Center incorporated DEI into conversations with employers to gain a stronger understanding of DEI goals while promoting Berkeley students to fill recruitment needs.

- The Career Center is engaged in ongoing work with the Student Organization Partner Program, including student organizations with a focus on historically excluded or marginalized communities.
- Priorities for 2021–22 include the search for a new director of the Career Center, with a focus on inclusive search practices. Two new groups will also be launching, within the Career Center: one which focuses on maintaining strong liaison relationships with affinity groups on campus, and another which focuses on internal communication, ensuring that inclusive language is used throughout the Career Center website and marketing publications.

Support from emeriti

Through the newly formed [Emeriti Academy](#), experienced emeritus/a faculty offered a workshop to undergraduate students on how to effectively use office hours. (The Academy also offers URAP opportunities.)

Berkeley Equity Training Series

Developed in the office of DEIB within People & Culture, and aimed at faculty and staff, the [Berkeley Equity Training Series](#) was launched in 2021 to bring subject matter experts to campus for three-hour designed to equip faculty and staff at Cal with skills around cultural fluency and racial literacy. Many attendees provide student-facing services.

4.2.5. DEI in Athletics

The Campus Experience Working Group recommended increasing support for student athletes whose identities are underrepresented or marginalized and promoting integration of athletes into the broader campus community (see [CX D15: Student Athletes](#)).

- In Fall 2020, Intercollegiate Athletics (IA) hired Dr. Ty-Ron Douglas as the new Associate Athletic Director for Diversity, Equity, Inclusion and Belonging.
- Since January 2020, IA has hosted numerous events around social, political and identity-based issues. These include Racial Justice Council, Black Student–Athlete Committee (BSAC), Bears United (LGBTQIA+), Golden Girls, DEIB Playbook Conversations, Heritage Month Planning and activations (Black History Month, Women’s History Month, Asian American & Pacific Islander, Pride, HHM), and monthly meetings with Black coaches and staff.
- During this time, IA also promoted social justice videos, including the Black Lives Matter video created by Black Student–Athletes, “The Change Starts Now,” and “Golden Bear Voices” to elevate voices of Black student–athletes. IA also launched BeLONg Blog for student–athletes, staff, and coaches to share aspects of their authentic stories, rooted in identity
- In 2020–21, IA developed an Equity & Inclusion Training/Education Group; all IA performance and sports medicine staff participated in implicit bias training.
- IA connected with the Basic Needs Center to support non–scholarship athletes in accessing Basic Needs services.

- In 2021–22, IA will develop messaging practices and a DEIB social media initiative to support student–athletes, staff, and coaches to share their stories in support of particular heritage months and feel safe in expressing their views on issues important to them. IA also plans to provide student athletes with networks and resources to support belonging, inclusion, and early transition to campus. Efforts will be made to increase student–athlete engagement in campus cultural and community programs and events.

4.2.6. Make experiential learning opportunities accessible to all undergraduate students

[Berkeley Discovery](#) is a campus–wide initiative to transform undergraduate education by enabling students to embark on a journey of creative exploration from the moment they arrive on campus

The Campus Experience Working Group recommended that the campus make Discovery courses more inviting, relevant, and accessible to undergraduate students holding historically underrepresented identities; build community and lived experiences into Discovery research opportunities; and provide for student–led Discovery experiences that nurture projects emerging from students’ diverse intersectional standpoints (see [CX C2: Discovery](#) and [CX C4: URM Inclusion in Faculty Research](#)).

- In 2020–21, Berkeley Discovery launched six pilot projects that have Equity, Inclusion, and Diversity embedded in them.
- Staff promoted resilience and creative opportunities for Discovery during periods of remote learning
- The Discovery team developed a scaffolded arc for undergraduates, from Berkeley Connect to Berkeley Discover, to foster a sense of belonging, build a culture of student agency, and promote authentic mentoring.
- The Discovery Hub partnered with diverse student units that work directly with first generation and URM students (e.g., admissions, athletics, HSI, and other traditionally marginalized communities).
- Discovery scholarships were made a fundraising priority for the Student Experience and Diversity Fundraising Team in University Development and Alumni Relations.
- The Berkeley STEM Excellence through Equity & Diversity (SEED) Scholars Program (Division of Biological Sciences and Division of Equity & Inclusion) partnered with the Chan Zuckerberg Initiative to expand the Meyerhoff Scholars Program to inspire, recruit and retain underrepresented students pursuing undergraduate and graduate degrees in STEM fields. The Berkeley version is projected to serve 100–120 students in the next five years.

As of Fall 2021, plans are underway to elevate Discovery to become a universal signature of the Berkeley undergraduate experience, ensuring equity of student experiences so that all students have access to Discovery, with active recruitment, and retention strategies for first generation students, transfer students, and students holding historically underrepresented identities.

4.2.7. Faculty diversity and commitment to DEIB

The Campus Experience Working Group recommended diversifying the faculty and incentivizing efforts by faculty that promote DEIB (see [CX C8: Faculty and Staff Diversity](#), [CX C9: Cultural Change Around Teaching](#) and [CX C18: Departmental Hiring Practices](#)), as well as creating expectations and incentives for departments and department chairs to adopt inclusive practices. Progress has been made in diversifying faculty and campus leadership and in incentivizing faculty and departments to prioritize DEIB.

Hiring for a diverse faculty

As faculty hiring practices, developed by the [Office of Faculty Equity & Welfare](#) (OFEW), have increasingly emphasized the importance of skills and commitments to advancing equity and inclusion, cohorts of newly hired faculty have themselves become increasingly diverse.

- In the 2020–21 hiring cycle, the percent of newly hired faculty belonging to historically underrepresented groups reached 24% for the first time in the history of the campus, and the percent of women reached 50%, also a first.
- A series of recent cluster hiring initiatives focused on diversifying research expertise. Cluster searches in environmental justice and Native American and Indigenous People studies brought new faculty to campus with expertise in social inequities, racial justice, and the experiences of marginalized or minoritized groups in the U.S.
- A priority for 2021–22 is the Latinx and Democracy cluster search.

“Infusing Inclusion”: DEIB in faculty evaluation

In 2020–21, OFEW developed a comprehensive framework called “Infusing Inclusion” to ensure that DEI incentives and rewards are built into all areas of faculty evaluation.

- OFEW built a new [website](#) to assist faculty, chairs, and deans in understanding what contributions to DEIB can consist of and held a special session for deans and chairs in August, 2021 on evaluating DEIB contributions in faculty merit and promotion cases.
- All new department chairs receive training on leading for diversity and inclusion.
- A priority for 2021–22 is to continue these efforts so that DEIB contributions are seen as a normal part of a successful faculty member’s dossier.

Faculty Leadership Academy

The [Berkeley Faculty Leadership Academy](#) (FLA) nurtures and prepares a pipeline of diverse faculty for future administrative leadership positions on the Berkeley campus. A number of graduates of the first two cohorts have assumed leadership roles already.

- In 2020–21, the second cohort of faculty participated in the FLA.
- A priority for 2021–22 is supporting the third FLA cohort.

DEI in Academic Program Review

Academic Program Review (APR), which departments undergo every 10 years, involves an equity and inclusion strategic plan. A site visit by an external review committee, as well as analysis by

the Academic Senate and administration, includes an assessment of DEIB (including department climate) and recommends areas for improvement.

- In 2020–21, the APR team strengthened the equity lens it brings to evaluation and recommendations by adding members to the Program Review Oversight Committee with particular expertise in creating a healthy academic climate.
- A priority for 2021–22 is strengthening the mid cycle (5-year) check-in process which assesses progress and on creating a curated set of interventions departments can access to address problems which surface during APR.

4.2.8. DEIB professional infrastructure

The Campus Experience Working Group recommended strengthening infrastructure support for inclusive practices (see [CX D4 Coordination Across Offices](#) and [CX C13 Infrastructure for Inclusive Practices](#) and [CX A9: URM-Focused Events](#)). Many developments since January, 2020 fall into this broad category, and have already been mentioned. Here we focus on new administrative infrastructure for advancing DEIB work.

- In 2020–21, a number of deans across campus introduced the role of Associate Dean for DEIB. These associate deans address diversity and climate issues in their divisions.
- A new DEIB Professionals Network, convened by the Chief People & Culture Officer, was formed to pull together academic and professional diversity officers across campus to ensure cohesion and share ideas.
- A priority for 2021–22 is convening these deans as a group and connecting them with the existing network of faculty Equity Advisors to increase their effectiveness and the visibility of their role to students.

Beyond DEIB professionals, the campus undertook a number of efforts to build DEIB skills among other employees.

- The [Berkeley Equity Training Series](#) launched in Fall 2021; over 100 faculty and staff employees signed up for this yearlong series of intensive workshops, organized by the DEIB office within People & Culture.
- The Leadership and Career Enhancement Program supports career development and mobility for underrepresented staff and managers.
- The Empower Program in the College of Engineering opened its workshops on inclusive pedagogy to the entire campus during Spring 2020.

4.2.9. DEI lens in policy

The Campus Experience Working Group emphasized the importance of ensuring that inclusion is at the center of all decision-making processes, rather than an afterthought or add-on (see [E1 Executive Resources](#)). The need to plan for change during the COVID pandemic was an opportunity to bring an equity lens to the reimagining of a wide range of policies, procedures, and campus resources. Key campus planning committees, including the Future of Work Committee and Recovery Management Team, intentionally applied an equity lens to new

flexible work arrangements, new dependent care supports, and disability accommodations related to remote instruction and flexible work.

4.2.10. Policing

The Campus Experience Working Group highlighted experiences of policing as a key dimension of campus belonging, with a focus on the concerns of students who have experienced negative encounters with the police, especially Black, LGBTQ+, and other students holding historically excluded or marginalized identities.

- In 2020, Chancellor Christ issued a call to [Reimagine Campus Safety](#) with specific, measurable recommendations about engagements with campus police.
- The [Chancellor's Independent Advisory Board](#) also issued recommendations in its [2020 Annual Report](#). Berkeley's Business Process Management Office is tasked with implementing the recommendations of the Chancellor and the IAB; it publishes [reports on implementation status on its website](#). As of Fall 2021, updates include:
 - The Mental Health Team Committee is evaluating the implementation of a mental health first response team
 - Relocating services to more appropriate campus units.
 - Live Scan Fingerprinting services, formerly offered only through UCPD, are now also available at a new second location on Fourth Street
 - The Office of Emergency Management (OEM) moved from UCPD to the Vice Chancellor of Administration's Immediate Office.
 - Clery Act compliance moved out of UCPD to the Civil Rights and Whistleblower Compliance unit (Office of the Chancellor).
 - A [ban on carotid holds by UCPD](#), effective June 2020
 - Transfer of security technology to Information Services & Technology (IS&T) has been largely completed
- In August 2021, the UC Office of the President released the final version of its [UC Community Safety Plan](#) along with [a letter and video message to the university](#) community from UC President Michael V. Drake. The President's plan intersects with some of the initiatives that Berkeley is already pursuing, while also introducing new, additional recommendations for changes in policies and practice improvements.
- Priorities for 2021–22 include continuing to make progress on other items in the IAB implementation plan.

4.2.11. Investment in inclusion initiatives and programs

The Campus Experience Working Group recommended investing in and supporting initiatives that serve students who experience the greatest degrees of exclusion (See [CX A5: Fostering Belonging for Marginalized Groups](#)). In 2020–21, progress was made on a number of campus-wide initiatives related to this goal.

African American Initiative

The African American Initiative is a collaboration among many Berkeley programs and departments. Key partners include the Chancellor’s Cabinet leadership, Cal Alumni Association (CAA), Division of Equity & Inclusion (E&I), University Development and Alumni Relations (UDAR), Legal Affairs, Office of Undergraduate Admission (OUA), African American Student Development (AASD), and the Chancellor’s Office. In 2020–21:

- As of 4/1/21, the campus had raised \$5.7 million to establish endowment and current use funds to recruit and yield African American/Black students.
- In Fall 2020, AAI partnered with the Education Opportunity Program (EOP) to hire Gregory Mitchell as AAI Academic Counselor to provide holistic student support and mentoring across AAI cohorts.
- The Fall 2021 cycle yielded 30 AAI scholarship recipients.
- The African American Studies 194A/194B African American Theme Program Seminar enables a cohort of freshman and transfer students to live in community, gaining a shared understanding of the intellectual and academic university experience.
- The Blackbook University Project, a leadership and start-up platform, bolsters the social, personal, and academic support provided to current and future African American students. The Blackbook leadership program and Black Resource App aims to engage the 800+ Black students at Berkeley, as a complement to the community-building efforts of the FLHBRC (see “[Space](#),” above).
- Starting in Fall 2021, the Black History and Contributions Project will involve faculty and students to research and document Black history at Cal.

The Black Studies Collaboratory

The Department of African American Studies was selected as one of sixteen recipients of the Andrew W. Mellon Foundation’s Just Futures grant to address racial inequality through new humanities-based research and solutions.

- \$2.87 million—the largest award UC Berkeley has ever received from the Mellon Foundation—will fund “[The Black Studies Collaboratory](#),” a three-year project aimed towards amplifying the interdisciplinary, political, and world-building work of Black Studies.
- The Black Studies Collaboratory will consist of academic-year think tanks, summer labs for graduate students, research grants for faculty and students, and a university course open to the public.

Abolition Democracy Initiative

The Office of the Executive Vice Chancellor and Provost provided [two years of seed funding for the Abolition Democracy Initiative](#) to build the capacity and impact of African American Studies at UC Berkeley. The initiative is built around five key objectives:

- Elevate the profile of the department as a national leader in conversations related to racial justice

- Increase external funding to the department (through applications for external grants and/or philanthropic contributions)
- Strengthen the foundation of the department through participation in hiring initiatives
- Generate and amplify important ideas centered in Black humanity
- Create opportunities for joyful and generative engagement among Black faculty, students, and staff at UC Berkeley and the surrounding community

Hispanic Serving Institution (HSI) Task Force

In December, 2020, the Chancellor's HSI Task Force released a [draft report](#) summarizing its work and progress toward becoming an HSI by 2027. The work will operate in phases:

- Phase I Implementation 2020–21: Establish an HSI Implementation Framework/Structure that consists of:
 - Identify key stakeholders to serve as an HSI Implementation Steering Team
 - Develop an HSI Advisory Board to advance the work of the HSI initiative
 - Pursue hiring of staff dedicated to HSI initiative (including identifying funding of positions)
 - Establish and identify stakeholders (students, staff, and faculty) to serve on the HSI Implementation Team to sequence, execute and track the implementation of the HSI report recommendations
- Phase II Implementation 2021–2024:
 - Continue to implement the recommendations and shift campus culture to serve the needs of Latinx/Chicanx and underrepresented communities
- Phase III Eligibility 2025–2027: Apply for HSI Designation by 2027
 - Prepare for application based on federal requirements
 - Submit application by 2027

Activities related to the HSI Initiative include:

- The identification of temporary space in the Hearst Gym for the Latinx Resource Center, which will support the growth, recruitment, and retention of Latinx/Chicanx students.
- The Latinx and Democracy Cluster search in 2021–22, which will hire faculty with relevant expertise.
- The creation of a new website for the initiative: hsi.berkeley.edu

Native American Initiative

The Chancellor's Native American Advisory Committee advises the Chancellor on matters relating to Native Nations and Indigenous Peoples over the long-term. In April 2021, a Steering Committee was launched to develop a comprehensive vision for the Native American Initiative, supported through fundraising efforts directed by the Chancellor's Office.

Anti-racist campus initiative

The Chancellor's Office, the Executive Vice Chancellor and Provost, the Division of Equity & Inclusion, and People & Culture have charged a steering committee of racial justice partners to bring forth recommendations for becoming an anti-racist campus.

4.3. Looking ahead

Progress has been made on a majority of the recommendations of the Undergraduate Student Diversity Project. However, the work is not complete.

Many of the recommendations which were priorities in 2020–21 will continue to be priorities in coming years, as noted above. Some have yet to be addressed, but are part of other, more recently launched initiatives (section 4.2) which inherit the wisdom and specificity of the original Undergraduate Student Diversity Project reports.

In many cases, the work will always be ongoing, as the commitment is one to continual improvement in diversity, equity, inclusion, and belonging. No matter how far we come as a campus, there will always be a better state to aspire to.

Fiat Lux!

¹ <https://news.berkeley.edu/2021/07/19/in-a-pandemic-year-uc-berkeley-admits-another-outstanding-more-diverse-class/>

² <https://news.berkeley.edu/2021/01/28/record-high-number-of-high-school-students-apply-to-uc-berkeley>